**K-5 Math Lesson Plan**

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| **Teacher: Smith** | | | **Grade: Kindergarten** | | | **Date(s)**: August 27, 2012 |
| **Unit Title:**  **Unit 1 Count Numbers 0-30** | | | | **Corresponding Unit Task: (Teach Prior to Task 1)**  **Students should be able to rote count to 25** | | |
| **Essential Question(s):**  **What does a number represent?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **-Number cards or die cut numbers**  **-dry erase marker/board** | | **Student:**  **-Cubes**  **-dry erase boards/markers**  **-paper**  **-pencil** | | | **Count**  **Quantity** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **KCC2 Count forward beginning from a given number within the known sequence** | | | | | |
| **I Can Statement(s):**  **I can count, recognize, and write/trace numbers 0-5.**  **I can count to 5 beginning at any number.** | | | | | |
| **Activating Strategy/Hook:(How will students become cognitively engaged and focused?)**  **Ask 2 students to give a “high 5” to one another. Ask why it is called a “high 5”. How do you know? Students count their fingers to 5 and find a partner to give a “high 5”.** | | | | | |
| **Teacher Directed:**  **Model counting to 5. Then demonstrate how to count 5 cubes using 1 to 1 correspondance. Write numbers 1-5 on the board for students to see. Show how to count while pointing to these numbers in order on the board. Tell students you can count to 5 beginning at 2. Model how to point to the number 2 on the board and verbally count to 5 while pointing to the numbers in the correct order to 5. Repeat beginning at 3 and 4. Play a number writing song to put words with how to write and form each number. Model how to sing the song while following the words that tell how to write each number.** | | | | | |
| **Guided Practice:**  **Choose a student to demonstrate how to count out 3 unifix cubes. Then have that student choose the correct number card to represent 3 with a numeral. Repeat this activity with several students. Remind students that we are representing a number with a quantity of objects as well as by the numeral.** | | | | | |
| **Independent Practice:**  **Have students take a piece of paper and trace their hand. They will start on the left and write one number on each finger to show the correct order for counting from 1-5.** | | | | | |
| **Closing/Summarizing Strategy:**  **Call out a number from 1-5. Have students show that number using their fingers with one hand and point to the correct number on their traced hand. Repeat activity with all numbers 1-5. Tell students they can now show a number** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Have students count to 10 and write numbers to 10.  -Have students draw 2 hands and write numbers 1-10. | | | -Anchor chart with number and picture with a number line.  -Trace numbers and have students color in that many in 5s fames boxes in a small group setting. | | | -Use fewer numbers (0-3)  -Echo count (rote count and 1 to 1 correspondence with objects |
| **Assessment(s):**  Teacher calls out a number for students to represent that number with drawings and numeral form. (ie. for number 3, students will draw 3 circles and write the number 3) | | | | | | |
| **Teacher Reflection:** (Next steps?)  Can the students count to 5?  Can the students represent numbers to 5 with objects to show quantity?  Can the students write the numbers to 5 correctly and when called out at random?  Can the students count on from any number to 5? | | | | | | |